#GEA2_Discussion_Fake News
Intersection of Cybersecurity and Fake News

Fake news has received renewed attention as a major issue in our digitally connected world. To help us better deal with the complexities of information in the digital age, watch this short video on [Spotting Fake News from FactCheck.org.](#)

Who are some of the people/organizations behind fake news? What would make a person or organization want to create a fake news story? This Eastern European teenager says he's just giving people what they want and making a lot more than the average yearly income of $5,000 in his hometown. Take a look at this NBC News story: **Fake news: How a partying Macedonian teen earns thousands publishing lies**

Fake news presents yet another way for cyber criminals to launch phishing, malware and other attacks, much like email and instant messaging have served as delivery mechanisms for these threats over the years. The uptick in misinformation and all the ways perpetrators expand its influence exposes just how vulnerable all of our security solutions are to the influence of compromised data and users. What makes fake news content so worrisome from a security and privacy standpoint is that social media sites such as Facebook and Twitter can help spread viewership of such content extremely quickly. Companies such as Facebook and Google are taking steps to address the issue of fake news content, but the problem is pervasive and the security threats are real.

Fake news represents a different way of manipulating data to undermine security. What happens when fake news spreads? What actions can you take to verify news stories, photographs and other sources of online information? Fake news is no longer a matter of the occasional hoax. There is growing evidence that fake news has the power to shape public opinion and even sway elections. As more Americans get their news online, it is increasingly vital that students know how to verify sources and spot fake news or images, which often appear indistinguishable from a reliable source. There are **three** parts to this Discussion Board post. Respond to each component:

Part 1
In Part 1 of your discussion post, respond to the following questions:
- Who has primary responsibility for managing fake news and its consequences (i.e., social media companies, such as Facebook, Twitter, and Snapchat; everyday citizens; government authorities; or others)?
- What can companies like Facebook and Snapchat do to stop users from spreading fake news?
- What can the everyday citizen do?

Part 2
Read the article on minimumwage.com on "Denmark's Dollar Forty-One Menu." Use the lateral reading strategies presented in the module to decide whether this is a reliable source of information on the minimum wage. You may use any online resources to help guide you in your decision-making. In Part 2 of your discussion post, describe your process for evaluating the source, specify the outside sources that informed your decision-making and what they revealed, and state your conclusion regarding the reliability of the information.

Part 3
Wikipedia is the fifth most trafficked website in the world. For this discussion you are to read a Wikipedia entry and an encyclopedia entry for the same topic. In your post compare and contrast the texts. Discuss the depth and quality of coverage, authority of the authors, trustworthiness of the information, and references. Reflect on what you learned about Wikipedia and whether anything about the comparisons surprised you.

Discussion Board Rubric

	0	1	2	3
Critical Analysis **(Understanding of Readings and Outside References)** (Aligned with AACU Written Communication : Content Development; AACU Written Communication : Sources and Evidence) (AACU Problem Solving: Implementing Solution)	Discussion postings show little or no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or "I agree" or "Great idea," without supporting statements with concepts from the readings, outside resources, relevant research, or specific real-life application.	Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research or specific real-life application and do not consider alternative perspectives or connections between ideas. Sources are not cited.	Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation.	Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points. Well-edited quotes are cited appropriately. No more than 10% of the posting is a direct quotation.

Participation in the Learning Community

(AACU Critical Thinking: Student's Position) | Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions. | Discussion postings sometimes contribute to ongoing conversations as evidenced by
— affirming statements or references to relevant research or,
— asking related questions or,
— making an oppositional statement supported by any personal experience or related research.

Discussion postings respond to most postings of peers on the last day of the module. | Discussion postings contribute to the class' ongoing conversations as evidenced by
— affirming statements or references to relevant research or,
— asking related questions or,
— making an oppositional statement supported by any personal experience or related research.

Discussion postings respond to most postings of peers within a 48 hour period. | Discussion postings actively stimulate and sustain further discussion by building on peers' responses including
— building a focused argument around a specific issue or
— asking a new related question or
— making an oppositional statement supported by personal experience or related research.

Discussion postings are distributed throughout the module (not posted all on one day or only at the beginning or only on the last day of the module). |
| | 0 | | 2 | |
| **Etiquette in Dialogue with Peers** | Written interactions on the discussion board show disrespect and/or lack of interest for the viewpoints of others. | | Written interactions on the discussion board show respect and sensitivity to peers' gender, cultural and linguistic background, sexual orientation, political and religious beliefs. | |
| **Quality of Writing and Proofreading**

(Aligned with AACU Written Communication: Control of Syntax and Mechanics) | Written responses contain several grammatical, spelling or punctuation errors that distract the reader. The style of writing does not facilitate effective communication. | | Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication. | |